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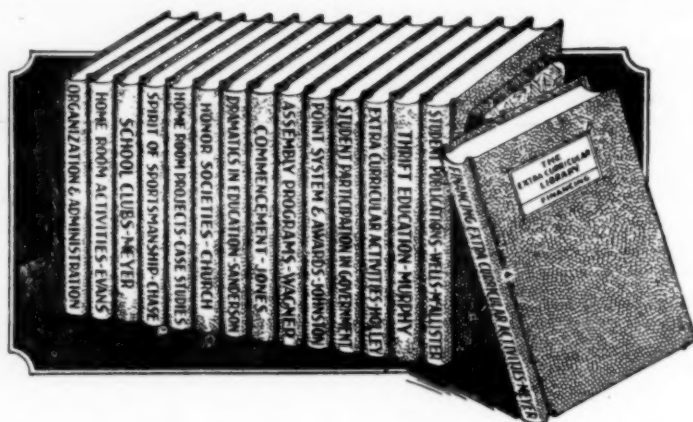
School Activities

The National Extra Curricular Magazine

for—

School Executives
Directors of P. T. A.
Club Advisers
Class Sponsors
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Student Leaders

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As the Editor Sees It—

Let hard times come as they will, the school that has no disturbing factors within it will survive. Harmony within and a united front against enemies without, will give a school little cause to fear. Good sportsmanship demands that we all share the ups and downs of our social order.

No student group is ready for any kind of self government until its members realize fully that rules, like laws, are discovered, not made. The question is not what is demanded, what is permitted, what is forbidden, or who is authority; but rather what will be the result of the proposed action, how will that action stand the test of time, or to what trend will it contribute.

A speaker asked a group of high school athletes what they would do if one of their crowd should smoke or otherwise break training rules. Individually the boys gave their answers. When they had finished, the speaker was asked what he would advise. He answered with this question. "What would I do if a member of a party in which I happened to be should throw a brick through someone's window?" "Run" was a chorus of answers. "You are right," replied the speaker. "I would run away from an act that would throw suspicion on me and I would run away from a person who endangered my reputation for honesty and good sportsmanship." I like that.

"The Lonely Student," an article by Garry Cleveland Meyers in the November number of the *High School Teacher*, is worthy of reading by every teacher of secondary school students in America.

I have no hopes of ever being influential

with the committee on revision of basketball rules. They could not have time to listen to all of us who have a pet notion about how the game could be improved. However, I am going to continue to regret for a while the way coaches play the game with players like so many "pawns" in chess, or "men" and "kings" in the game of checkers. I would put the coaches far up in the audience, and leave them there until we call it sound pedagogy for teachers to solve all problems for students in algebra, geometry, physics and other branches of educational pursuit.

COMING—

A School Festival, by Robert C. Nance

Educational Bases of Student Participation in School Control, by Walter R. Smith

Assembly Programs, by M. Channing Wagner

Dramatics for All, by Florence E. Mixer

Party Decorations, by Helen M. Alrich

National Debate Subject, Refuting the Affirmative Case, by Harold E. Gibson

Peter Appears, a one-act play, by Dorothy M. Mead

Other extra curricular activity features including non-royalty plays, stunts, games, money-making plans, news and articles of extra curricular interest.

A party or entertainment may be almost anything but "the same old thing." It must be different and if a success depends upon the size of the crowd, everyone must know in advance that it is to be different—a new name, new methods of advertising.

A recent fashion in commencements is demonstration intended to sell the school to the community. In many instances, however, the program has given the appearance of thinly veiled propaganda. It is quite possible that the speaker type of commencement, with all its faults, may have stood the test of time better than

will any of the types now being tried in its stead.

Why not home economics for boys? Even if it can be shown that a course in creative household arts is not yet timely, there is much to recommend a course in home economics appreciation as a contribution to preparation for modern life.

The high school must meet a new challenge. It served very well a society that has passed away.

Safeguard Music in the School Curriculum

C. E. Tremaine

THERE IS a tendency, sometimes still too frequently manifested by school boards and officials, to treat music and the cultural subjects generally as a step-child, to be put on half rations, or turned out of doors altogether when hard times arrive.

"Why so?" says the music teacher when this Cinderella treatment is adopted. The only semblance of a response he has been able to elicit so far is that music is one of the more recent additions to the curriculum, or that is it one of the "fads and frills." If the music teacher is baffled by this answer he is hardly to be blamed, for it does not make sense either to the rest of us who are interested in the development of the child. If music has come in late, this is because it reflects the newer and growing trends in the life of the community. Subjects like physical education, industrial education, and home economics have come into the school curriculum because of changes in methods of living and because they serve vital needs. The public is not attacking the traditional college preparatory courses like Latin and geometry. Is the great public school system to be of value only to those who are fitted to an academic type of subject? As stated by R. L. West, president of the Trenton State Teachers College, New Jersey, "To cut costs by lopping off services which have been developed in recent years will inevitably result in serious harm to the pupils. Why take out first the subjects which have been added last?"

With the wide use of the phonograph came the understanding that music could no longer be looked upon as the privilege of the few but would have to be acknowledged as the right of the many. Music has become universally accessible—in the remote farm home as well as in the large city. At least some study of music appreciation, for intelligent listening, became

accepted as a necessity. To attempt to classify music as a fad or frill under such circumstances is to tilt at windmills. Rather must we agree with the view expressed by Clyde R. Miller, Director of the Educational Service Bureau of Teachers College, Columbia University, who, speaking of the need for the school to align itself with contemporary demands, stresses the importance of music, dramatics and the industrial and fine arts. Education, he says, is the process which endeavors to adjust the young person to his environment. Rightly considered, its purpose is not only of preparing the individual to make a living but also to live a life. Many of the newer subjects are more contributive to this end than the older ones.

But beyond all questions of consonance with the life of the day, of cultural value and of emotional outlet, music must now be considered from the point of view of its contribution to the solution of the leisure-time problem. One of the few certainties emerging from the turmoil of the contemporary picture is the liberal amount of leisure in prospect for all. This factor appears in nearly every remedial proposal, and is posited as a necessity in preventing a repetition of depressions, and on a worse scale.

Hours of work make the wheels of the world go round, but the hours of leisure determine whether the individual is growing or slipping. That is why they are such a crucial test and why preparation for them is such a challenge to the school. It is the so-called free time which employs the vital energies, the very life force. In which direction shall it go? Most work is routine and calls for only certain habitual actions, physical and mental. At best it provides for only the satisfaction of some of the physical requirements. The requirements in other areas of at least equal importance—inter-

est, growth, the innate urge to do and to be that motivates the psychic and mental energy, sometimes called the soul—these are the problems and opportunities now coming to the fore.

Listening to good music, with understanding and appreciation, as the young people who come out of our schools today have learned in some measure to do, is a valuable asset in their lives, enriching and bringing them into closer contact with the benefits which civilization has made available. To have failed to receive this benefit is to be lamentably behind the times, to speak in the language of the world; but more inwardly it is to have been deprived of the true heritage of the twentieth century child.

Every child who has learned to sing, using his voice properly, and getting enjoyment from its use, possesses a treasure within himself, and one which he will be in a position to share with others. Modern methods of teaching singing confer these benefits. The emphasis is no longer on the old do-re-mi drill, which was more likely to turn the child away from music in his later life than toward it. The song literature used, too, has improved much over that of a generation ago, so that the young person is introduced to some of the finest vocal music, just as he becomes familiar with the classics of the language in his study of English.

The voice is the universal instrument, and its use in singing is capable of adding much to culture, enjoyment, all-round development. The great possibilities of the glee club and choral society have hardly been touched upon as yet in this country, and they have remarkable potentialities for the future, representing as they do a socialized, cultural activity in the best sense of these words. Thousands upon thousands of young people are being graduated from our schools ready and equipped to take their places in such groups, to the immense benefit of their communities. Shall we cease providing the human material for these groups? Shall we provide only emotional outlets for our young people that give no scope to the skill acquired and the desire to use it?

Instrumental music furnishes, perhaps, even more satisfactorily than vocal to those who have mastered it, a means of self-expression, whether alone or in the company of others. It is not without reason that there has been such a tremend-

ous growth in bands, orchestras and chamber music in our schools all over the land. Many young people who cannot be altogether happily adjusted in the vocal classes, especially some of the boys, find in these instrumental organizations the fulfillment of their needs, and contribute vastly through them to the life of their school. As prospective adult players they can do the same for the community. It is estimated that there are between 15,000 and 20,000 school bands in the country and between 35,000 and 40,000 school orchestras, including various types of smaller groups; and that these altogether comprise a membership of some million and a half children. More than 1,100 of the bands and 700 of the orchestras participated in the district, state and national contests of 1931, and only a few less in the more depressed year of 1932. Great strides in musicianship have been made, largely as a result of these contests, and through them also has come a far greater recognition among the public and among the educators as to the value of school instrumental music. The unanimous opinion among the ten eminent bandmasters who judged at the National School Band contest two years ago was that the playing of many organizations appearing there was well up to high professional standards.

Professionalism is not the aim of those young players. Very few of them are preparing for a career in music. They are preparing for the use of music as a personal satisfaction, which will make their lives happier and more worth living, and which will make them better and more influential citizens. Not that they are consciously aware of all this. While at school they may be more keenly aware of the hard work and discipline involved in music study, and have only a vague sense of what it will ultimately mean in their lives. For music study, and especially instrumental study, is quite as much a training of the faculties as the great majority of other subjects. As the National Child Welfare Association has put it, in its pamphlet, *Music and Childhood*, "Not only is the ear trained to accurate discrimination, but the eye also is taught to read the notes quickly and accurately. The hand must be swift and sure, and all three, ear, eye and hand must work together in perfect unison, obedient to the alert mind." These are all precious qualities. They have special values in modern civilization.

In music alone are they combined with cultural and psychological advantages as well.

If anyone doubts that the values of school music are now pretty well understood among educators, he has but to read the resolutions adopted a few years ago by the Department of Superintendence of the National Education Association, the most representative body of general educators in the country. These resolutions call for a recognition of music on a basis of equality with the other subjects in the curriculum. They were unanimously carried following an address by W. F. Webster, Superintendent of Schools in Minneapolis, on Music and the Sacred Seven, pointing out the contribution of music to the seven primary objectives of education as adopted by the National Education Association. This strong but judicious plea for music shows that it has an important part to play in carrying out all the objectives, although that part naturally is larger in connection with some than with others.

Nor is acknowledgment of the place of music so very recent. Statemen, poets, educators—the great minds of all ages, from Plato to Einstein—have known the benefits music had to offer to the human

race and have been forthright in stating them. Napoleon hailed music as that one among the arts which had the greatest influence over the passions, and to which legislators ought to give the greatest encouragement. Dr. Charles W. Eliot claimed for each child in the public schools the right to musical training to the extent of his capacities, as an aid in later life, and as an immediate means of fostering discipline, cooperation, or team work, the lack of which he considered more dangerous in the industrial society of today than it may ever have been before.

Sources of other opinions of equal strength and validity might be cited, as indeed they are in the pamphlet, *Musical Quotations*, published by the National Bureau for the Advancement of Music. However, further corroboration is hardly necessary. One who has the real interests of the child at heart and who knows the growing needs of our present-day American civilization will realize fully that music in our schools should be supported and developed, without curtailment if at all possible, and if not, then with as little retrenchment as may be.

C. E. Tremaine is Director of the National Bureau for the Advancement of Music, 45 West 45th St., New York, N. Y.

School Assemblies

M. Channing Wagner

THIS ISSUE of *School Activities* ushers in a new year. We are suggesting that an appraisal of the assembly work in your school be made. Have you at any time attempted to find out what the pupils in your school think of the assembly program? Would it not be a splendid educative activity to have them give suggestions as to what constitutes a good assembly program? Very often teachers are surprised by the constructive suggestions which pupils make. Does not a procedure of this kind allow pupils to develop active qualities of initiative, independence, and resourcefulness? From our definition of assembly the school must provide an opportunity for active pupil participation under wise faculty guidance if the proper education is to take place through assem-

bly programs.

Is your school making certain that your assembly programs are "growing out of the curricular and extra-curricular work of the school and then returning to enrich them?" Is your school providing for the widest pupil participation possible? Is your school so guiding participation by the pupils that those specific qualities which belong to a worthy individual will be emphasized and developed? Is your school showing to the school the value of the subject matter of the curriculum through health plays and films, historical events, athletic exhibitions, poetry and science programs, and industrial processes? If not, then the school is not meeting the challenge of the present day. Let us accept this great responsibility by striving

to make our assembly programs for 1934 meet the needs of our respective schools.

GUIDANCE PROGRAM

The first week of January may very well be given over to the Guidance Department of the school. If it is the policy of the school to hold group meetings in order to aid children in their selection of subjects, an assembly program of this nature may be of great help to the pupils. The following program was given in one of the junior high schools of Wilmington and proved to be very interesting to the pupils.

PROGRAM

1. Song by the school
2. Scripture lesson and Lord's Prayer
3. Song, "Work for the Night is Coming" by the School
4. High Lights on the Lives of Great American Business Men. John D. Rockefeller, Andrew Carnegie, John Wanamaker, J. P. Morgan, F. W. Woolworth, Charles M. Schwab, Pierre duPont, Henry Ford
5. "My Job" a recitation of Edgar Guest, by a pupil
6. Original Sketch—Applying for a Position
7. Brief talk—"Success"—by a prominent business or professional man
8. Song, America, by the school
9. Salutation to the Flag

"The discovery or creation of a way of living which conserves and produces as many values as possible for as many persons as possible over as long a time as possible" should be the function of our guidance program. As in other assembly programs, there should be a definite follow-up in the home room programs.

Another type of assembly program on guidance which has proved very successful is the exploration of various occupations or professions. The following program comes from Parkersburg, West Virginia.

PROGRAM

1. Introduction of the principal or some teacher to the effect that each pupil upon leaving school is faced with the necessity of making a living. In order that he may make an intelligent selection he should know something about the different opportunities—at least the main ones. (This can be elaborated as much as desired.)

2. A pupil enters carrying a doctor's medicine case. He says, "I am a doctor. Before I became a doctor it was necessary for me to go through high school, college (a certain amount) and medical school. This will take me approximate-

ly years. Then I must serve at least one year as interne in a hospital. If I wish to become a member of the staff of one of the more noted hospitals I must serve there at least ten years. However, if I wish to establish a practice of my own I . . . etc., etc. All of this, of course, takes quite a little money before I am able to earn any. During the first years of my private practice I do not earn much but if I am a good doctor I can, in time, expect to have an average earning capacity of \$..... per year. A doctor must have a good physique in order to stand the strain of his work. He may be called at any hour of the day or night, etc. (The talk must not be long but cover the vital information very carefully.)

3. The trades and professions used in this program were: Farmer, Carpenter, Typist, Artist, Lawyer, Electrician, Miner, Bricklayer, Sales-lady, Painter, Nurse, Soldier, Factory Worker, Civil Service, Hotel Service, Engineer, Doctor, Printer, Musician, Banker, Cook, Minister, Old-Fashioned Teacher, Modern Teacher.

4. Each pupil dressed the part accurately so that he or she may be recognized, by most of the pupils at least, as belonging to the trade represented. The Old Fashioned Teacher and the Modern Teacher gives opportunity to show the advance in educational methods for the benefit of the individual pupil.

5. This program is a group activity, as all of the information must be obtained by the pupils and finally checked by the teacher in charge. In fact it can hardly be confined to one home room or one class room. In the case of the Doctor, the teacher can have each pupil in that particular group visit his family physician with a list of questions prepared beforehand. The teacher might even call each doctor before the pupil goes in order to assure a more favorable interview.

ART PROGRAM—Second Week of January

The second week of January could be used by the Art Department in the nature of art appreciation, painting, etc. Some of the great paintings could be posed with appropriate music and readings. Secure a frame large enough for life figures, stretch barred netting, slightly greyed, in place of glass. This arrangement takes the sharpness of outline from the figures and makes them look like real paintings. Also much depends upon the lighting effects. The following program is suggested:

PROGRAM

Have the curtain open on typical class studio. In the foreground a boy stands at an easel trac-

ing cartoons of teachers. (Some students are guessing who the teachers are. If desired considerable time may be given to this.) Opposite, another student is sketching a dancer while clay modelers are completing a vase. Two or three pupils are painting woodland scenery. At another, metal workers are hammering out a bowl from flat pieces of copper. Girls are decorating lamps and painting scarfs. (Galvin and Walker) A new pupil comes in. On the side while others work, teacher explains fundamental ideas of art. In explaining colors and their mixing, the teacher notices that her pupils are wearing colored smocks and asks them to assist her. A pupil in a red and another in blue join hands and whirl together rapidly, etc.

Then the teacher calls all the classes together to examine some new pictures. The pictures are posed by other students in a wooden frame seven feet high, five feet wide and four feet deep. The frame may be stained or polychromed. Back and sides should be covered with gray cambric or muslin. Simple electric lights may be installed around inside of frame so that light is diffused or flood or footlights so placed as to illumine picture well. A gauze or cheese cloth curtain should be hung over the opening. A heavier curtain should be hung in front of the whole frame so that the instructor may draw it shut after the class discusses each picture. The excuse for this may be explained in that she is showing the class a group of pictures—each one a masterpiece—and that each time she opens the curtain she is showing a new treasure. The real reason, of course, is that the next group is arranging itself in the frame. The teacher asks the pupils to take down notes on the last one while she goes to get the other picture. The "note taking" gives opportunity for further consideration of the pictures.

Suggested pictures with accompanying music would be:

Whistler's Mother Mother o' Mine
Kipling Madonna of the Gardens, Gounod's
Ave Maria

Lead Kingly Light, Lead Kindly Light, Newman
Spirit of '76 Yankee Doodle
Alice Blue Gown Alice Blue Gown

Other suggested pictures would be Boy with the Sword, Manet; Girl with the Cherries, Van Kaulback; Boy and the Rabbit, Raeburn; Song of the lark, Breton; The Angelus, Millet. Feeding her Birds, Joan of Ark, Sir Galahad, The Blue Boy, Pilgrims Going to Church, would also lend themselves admirably. A resourceful art teacher would find many more. The above were listed because appropriate costumes and settings could be easily procured.

NATIONAL THRIFT WEEK

On January 17 we observe the birthday of Benjamin Franklin. This day has been set aside as National Thrift Day in honor of Franklin who has been called "the Father of Thrift." The observance of this day gives the school an opportunity not only to extol the virtues of Franklin but also to give a lesson in character education.

One needs only to turn to the autobiography of Franklin to gain an insight into the many sided life of this great American patriot. His list of virtues is worthy of our study and if practiced to greater extent would relieve a lot of suffering in this old world of ours. Even in his day Franklin observed the great amount of waste in life, money, effort, and time.

We would suggest that preparatory to this assembly program the home rooms of your school be encouraged to discuss various phases of Benjamin Franklin's life. Pupils could give brief talks on his early life, early education, his trip to Philadelphia where he saw his future wife, his experiences as a printer, his experience in the House of Commons, and perhaps his greatest honor when he was appointed Minister to France.

We would suggest that the home rooms develop a thrift creed and the home room which was able to produce the best one be permitted to give it before the assembly. This method would serve as a means of character education. In many schools boys and girls have produced plays on thrift. A little playlet of ten or twelve minutes adds very much to the interest of an assembly program.

One has to read "Your Money's Worth" by Chase and Schlink to realize the tremendous waste which may be found in this country. Not only is there waste in money, but also in time, energy, and effort, and it is high time that the schools give more attention to this most important topic.

The following assembly program is suggested:

PROGRAM

1. Orchestra selection
2. Franklin's Virtues—by a pupil
3. Playlet, "The Trail of Luxury and Extravagance." This playlet may be found in a book on "Thrift" by Carobel Murphy.
4. Song, by the school
5. The Thrift Creed—This should be given

by a pupil from the home room which produced the best Thrift Creed.

6. The Contribution Which Benjamin Franklin Has Made to Our Country, by a pupil
7. Song, America
8. Salutation to the Flag

It is suggested that the week of January 17 be devoted to thrift education. Wherever possible both in the curricular and extra curricular there should be a definite tie-up with this important subject. After the presentation of the assembly program there should be a follow-up in the various home rooms of the school.

On January 19 many schools may choose to celebrate the birthday of Edgar Allen Poe by the presentation of an appropriate assembly program based on the life and works of this well known author. Dr. McKown (1) in his book on Assembly and Auditorium Activities suggests the following program to commemorate the life of Poe.

PROGRAM

1. Interesting Events in the Life of Edgar Allen Poe, by a student
2. The Story of the "Gold Bug" (Displaying enlarged copy of the Code used in the story) by a student
3. A Visit to the Poe Cottage at Fordham, by a student

4. Reading of Poe's Poems, "The Raven," "The Bells," "Annabel Lee," by three students
5. Poe's Grave at Baltimore, by a student
6. Byron's Influence on Poe, by a student
7. Reading "The Tell Tale Heart," by a student
8. The Poe Memorial at Richmond, by a student

A few weeks ago the writer was present

The following program is suggested. It is longer than can be given in an assembly period. The assembly committee can seat at a literary meeting where the life and works of Robert Burns were discussed. Since we observe this famous author's birthday on January 25, it would seem fitting for the English department of the school to present an appropriate program for this occasion.

Again, I wish to refer you to Dr. McKown's book on *Assembly and Auditorium Activities* where you will find on page 204 an excellent suggested program for an assembly program on Robert Burns.

FOURTH WEEK OF JANUARY

Final Broadcast of the Semester

In those schools where the year is definitely divided into two semesters an appropriate program may be given on the successful achievements of the semester.

(Continued on Page 16)

Refuting the Negative Case

Harold E. Gibsor:

RESOLVED: That the United States should adopt the essential features of the British system of radio control and operation.

BY FAR, more debates are won in the time allotted to rebuttal than in the much longer period given for the constructive arguments and for the presentation of a well thought out and outlined case. This fact should be recognized by the debater at the very beginning of his attempts at debating, but it is a true statement that the average debater does not seem to realize the value of good rebuttal until he has had some bitter experience due to his inefficiency in this department of the contest. The general conception of a debate is that it is an orderly succession of well planned constructive speeches taking the form of delivery found now in the

ordinary high school oratory or declamatory contest. These constructive speeches are then followed by a second succession of speeches attacking the contentions of the opponents.

It is too bad that this misconception of what a debate actually is still exists. To begin with, the method of delivery in a debate has nothing in common with the orator or the declaimer. The orator is attempting to use his mastery in speech and emotions to stir his audience to action. Emotionalism and patriotism are his weapons in winning his case. The declaimer is attempting to tell a story in such a way that will make it seem real, but

he is not attempting to prove anything. Lastly, the debater is making an attempt to prove some definite point, thought out in advance, and this point must be proved by the use of good evidence obtained from the best authorities available. The debate must be delivered in a manner of fact method, with the debater having the highest regard for the truth in all of his statements. There is no room for the emotional pleas of the orator, or the highly trained portrayals of the declaimer in debate.

Not only are the best methods of delivering constructive speeches in debate often confused with other methods of speech work, but there seems to be a great misconception of the requirements of good rebuttal. The first requirement of good rebuttal is that the debater must know both sides of the question. It is not enough that a debater know only the facts about his side of the question, but it is equally essential that he know all of the possibilities that are left to his opponents in the way of arguments. Not only must he know these arguments of the opponents, but in addition he must be prepared to meet these arguments in such a manner that he will be able to keep his opponents from establishing their case.

In rebuttal the average high school debater makes the mistake of taking the arguments of his opponents too lightly. He has the idea that his case is fool proof, and that his opponents are simply wasting their time in even speaking. When the debater has this attitude he usually comes to the rebuttal and delivers a set well-learned speech which is just a continuation of his constructive speech, and which may or may not attack the statements of his opponents. When a debater attempts this form of debating he really is not debating and is losing much of the possibilities of the activity. The rebuttal has been provided to allow the debaters to attack the arguments of their opponents and show them fallacious and at the same time strengthen their own case. Any debater who does not do this is losing a golden opportunity in effective debating.

In order to reduce the all important part of debate known as the rebuttal to its simplest form a set of rules can be made for the beginning debater. These rules will include all of the essentials, and even the experienced debater will not deviate from them in any great degree. These four important parts of rebuttal should be used in every point refuted. After using these

rules for a while they will become a habit. The four rules are:

1. Quote the exact statement of your opponent.
2. Give your refutation of this statement as briefly as possible.
3. Show how your arguments have weakened the opponents case.
4. Show how this refutation has strengthened your case.

A debater who wishes to be effective in rebuttal should not slight any one of these four points. For the sake of clarity it is essential to give the exact statement of your opponent. At this point exactness is essential. If you are exact in your statement of your opponents stand, it will leave him with little chance to defend the point after you have refuted it. In the event you are loose in quoting the statement you are about to refute, you will not only lose in effectiveness, but you will also run the chance of allowing your opponent to make himself clear of your rebuttal attacks by charging that you have quoted him incorrectly.

In attempting the second point, that of proving the arguments of your opponent fallacious, a great amount of knowledge on the subject is necessary. This knowledge should be gained from much pre-season study on the question, and in the actual debate the debater should be able to refute any disputable point. It is best to prove any disputable point by quoting the words of some well known authority.

Finally clinch your arguments by showing how they have damaged the case of the opposition and have strengthened your own case. You will not be very effective if the last two steps are not done properly as it will leave the impression that you are not convinced by your own arguments.

Below will be given examples of single arguments on our debate question. These are only single arguments and will have to be used in the whole rebuttal speech as the debater sees fit. Each of the first three examples will have only the first two essentials as the last two must be added as is necessary in the particular debate. For illustrative purposes, however, the last example will have all four essentials. The essentials will be numbered in the same order as the rules are given above.

NEGATIVE ARGUMENT: *The American System of radio control has been largely successful.*

AFFIRMATIVE REBUTTAL: (1) The negative would have you believe that the

American system of radio control has been largely successful. (2) When the negative make this statement they are failing to take several things into consideration. Just what do they mean by the term "largely successful?" Do they mean that the American system has been financially satisfactory to the radio broadcasters? Do they mean that the American system has been a cultural factor in the development of the country or do they mean to tell us that the American system has given us the fine educational programs that it should? The first mistake of the negative is their failure to qualify their statement. They have made a vague general statement and have hoped that we would accept it because it was too general to attack.

Allow me to review with you the conditions of radio control in this country to see if they are successful. Much of our most valuable radio time is sold to advertisers. When the radio companies cannot sell their time to radio advertisers they must provide what is known as sustaining programs. These programs must be paid for out of the pocket of the broadcasting company. This added expense naturally caused the broadcasters to give inferior programs to the people. Much of the talent for these sustaining programs are amateur entertainers who donate their time for a chance on the air. The American public must endure these conditions. There are few if any cultural programs on the air. These and many other evils of the present system of radio control in this country show that, no matter how you interpret the statement of the negative, under practically no condition could our system of radio control be said to be even "largely successful."

NEGATIVE ARGUMENT: *The British Plan has not been a success in England.*

AFFIRMATIVE REBUTTAL: (1) The negative have charged that *the British plan of radio control and operation has not been a success in England.* (2) Of course we realize that there can be many different ways in which the success of the British system of radio control and operation can be measured. However, a careful analysis of practically every criterion of success will not find the British system wanting. From a financial standpoint the British system has been a success, being not only self supporting, but actually contributing 40 per cent of its total income to the government. Certainly this shows financial

success. The quality of the British programs has not been effected by the depression as it has in this country. Simply because business is poor does not cause trashy programs to be placed on the air in England as it has done in this country where the broadcasters are dependent on the advertisers for their revenue.

In the third great field of radio England has been very successful. We refer to the splendid school and adult education programs that have been the policy of the B. B. C. These educational programs are far in advance of anything that the American system has had to offer.

NEGATIVE ARGUMENT: *There is no real danger of a monopoly in the radio industry in this country because of the control of the Federal Radio Commission.*

AFFIRMATIVE REBUTTAL: (1) The negative seem to believe that there is *no real danger of a monopoly in the radio industry in this country because of the control of the Federal Radio Commission.* (2) It must be remembered that the Federal Radio Commission has had this control since 1927, and that today a virtual monopoly actually exists. Today the Radio Corporation of America owns and controls over 4000 basic radio patents. This company controls all of the large manufacturing companies dealing in broadcasting equipment. Their control has held up the cost of broadcasting equipment to an extremely high place forcing the smaller stations to abandon their broadcasting programs. This monopoly is spreading propaganda for its own benefit all over the country. No doubt our opponents have a veritable bale of propaganda sent to them through the kind courtesy of the controllers of the Radio trust in their attempt to vindicate their stand on the American system of radio.

In the broadcasting as well as the manufacturing there is a monopoly. Two huge chains, the N.B.C. and the C.B.S. have the lions share of the broadcasting time and power. They have been dominating the air for the last several years. Their steady growth has been developing at the same time that smaller independent stations have been forced off the air by financial or technical difficulties, and educational stations have been forced to discontinue their operations on every hand. Can anyone construe these facts to prove that there really is no danger of a monopoly? Could they even fool themselves into think-

ing that the Federal Radio Commission really does control this radio monopoly?

NEGATIVE ARGUMENT: *The American system of radio gives freedom of speech that would not be given by the British plan.*

AFFIRMATIVE REBUTTALS (1) It is actually surprising that the negative would attempt to show that *the American system of radio gives freedom of speech that would not be given by the British plan.* (2) The many times on record where freedom of speech over the American radio has been denied should make the statement of the negative a very dangerous one to their case. To enumerate a few of the many examples we find that Senator "Jim" Reed of Missouri was forced off the air by a fake S.O.S. call when he was attacking the "radio trust" of this country. Station WEVD, the socialist station of New York, has practically been forced off the air by the granting of competing licenses and the limiting of its power. The station of the Chicago Federation of Labor WCFL has been forced into insignificance, having hardly enough power to get out of the city limits, and then only at a time when its audience will be at a minimum. At the same time that this station was being crowded out a strong Insull station was established. We even

find that William Gibbs McAdoo was refused time to speak on Prohibition. We challenge the opposition to show anything like this in Great Britain.

(3) Ladies and Gentlemen, we have taken the exact statements of the negative and have shown you that in this country there really is no freedom over the air. This shows that the American system of control really is not successful. (4) Not only have we shown that the contention of the negative is erroneous, thus tearing down their case, but we have also strengthened our case as the British system guarantees freedom of speech.

SUMMARY OF THE THIRD AFFIRMATIVE REBUTTAL SPEAKER

The third affirmative rebuttal speech should include the following points:

1. Restate the issues of the affirmative.
2. State the negative issues and show how you have handled each issue.
3. Show how you have defended those points in your case which have been attacked by your opponents.
4. Stress all places where the affirmative has been superior to the negative in strategy.
5. List the authorities used by the affirmative showing the high quality of these authorities.

Educational Philosophies Back of the N. A. S. G. O.

E. H. McCune

IT TOOK the American people one hundred years or more to find out that the training of a worthwhile citizen cannot come from books. Only within the last decade or so has student government been heard of. Ten years ago, for a student in high school to make a suggestion of this sort was an unfavorable offense to the teachers or even the school board. How different it is today! We, as teachers, have benefitted much in inviting boys and girls to help in the solution of school problems. The greatest progress in the school has not been in text-books, teaching methods, better and larger buildings; the

greatest progress is the change of attitude in the young people toward the instructors and in the corresponding change in the teachers' attitude toward the pupils. For after all, these boys and girls are human beings in the complex social fabric of American life. The following principles have been accepted: Man learns by doing; education comes from within; the period of adolescence is most favorable to self-government because of the natural gregariousness of youth; man's highest activities come through cooperative associations; democracy is taught today for use tomorrow.

Student participation is perhaps the most important thing in the school program. The final analysis of education is not only teaching citizenship, but practicing it. The success of democratic government depends upon the intelligence of the individual. High school is the most direct method of developing an intelligent attitude successful to the democracy. Thus, citizens are prepared for the rights of others and take an interest in the enforcement of law. They gain a responsible feeling toward personal obligations with relation to the common good.

Student government is the recent response to the demand for citizenship after school days are over. Teachers must sincerely and intelligently respect the rights and abilities of the boys and girls. This recognition will demand respect from them in the class room and social gatherings. The objectives of the National Association of Student Government Officers are:

A. To establish and maintain a medium for exchanging ideas helpful to high school students, and for promoting the growth of student government among high schools.

B. To organize the high schools into a closer relationship with each other.

C. To form an integral and active department of the National Education Association.

D. To advance the cause of education through a closer relationship of the administration with the students.

E. To work toward international goodwill.

Let us inquire into these objectives. The exchanging of ideas relative to student activities would help many of the conservative schools having no form of student participation. Through such a medium those schools now having student government would be able to perfect their program and extend the service in

a more efficient manner. The idea is fundamentally sound that what is good for the few is good for the many. The same organization may not be good in every community, but each school will in a measure fit the program to its individual needs. Teachers will realize that youth is dependable and capable of self-government. They cannot assume the powers of a dictator in the school and expect its members to become democratic after graduation.

"That all people learn by doing is good psychology. The spirit of freedom must prevail. That implies fellowship between teachers and students. This medium will serve a double purpose. The pupils will appreciate democracy, and teachers will regain fellowship with youth. I am not interested in what children learn but how they use what they learn. Some subjects do not help boys and girls become better citizens. My students know more than I do in certain fields, for each is a specialist in something. I want him to feel personally proud of achievement. I want him to know that he is indispensable for the good of the group. If the youth of the land receive the recognition which their importance requires, if democracy is training for today, such an organization is entirely right. It should be the duty of teachers to equalize qualities by organized effort. Youth has infinite possibilities. Such a national organization would turn these possibilities into achievements. My plea is that we may have an enlarged conception of student government's usefulness to our schools. In this idea of student organization lies the solution to many of our problems of today and of tomorrow.

E. H. McCune is superintendent of schools at Sapulpa, Oklahoma. He has taken an active part in founding and directing the National Association of Student Government officers.

The One Day Hi-Y Conference

C. R. Gilbert

CHALLENGING and worthwhile for any well established Hi-Y Club is the "One Day Hi-Y Conference." However, the task is easier mentioned than accom-

plished; therefore, I shall discuss the steps in nearly chronological order.

The first step is to find out for certain that there is a need for a Conference. If

you have a State Hi-Y or Y.M.C.A. office, check with the state secretary. Or possibly you have a county secretary. Has any other conference been scheduled in the same district for that time of the year? Will the state office approve any other conference in the same district for that period? These are two vital questions for which you need to have negative answers before proceeding.

Before I go any further in this article I must emphasize the necessity for the Club's sponsor's assuming aggressive control of the conference and its planning. It is well to allow others to preside whenever possible, but the sponsor must be the managing executive. Few high school students can direct a conference. The chance of failure is too great to afford the risk.

At the same time an efficient leader will call in the best minds in his community; therefore the next step is to set up a steering committee. Include on that committee the school principal, for his advice and cooperation will be needed; the president and a few of the select members of the Club; one or two of the community's leading ministers who have shown a willingness to aid the Club and who appeal to the boys themselves; one or two representatives from the closest neighboring Club unless distance makes this impractical; and don't forget the chairman of the advisory committee and other men who have shown a real interest in the Club's program.

A meeting of the steering committee should be held as much in advance of the conference as is practical and possible. The first task of the committee is to choose the conference theme, which is to a conference what a title is to a book. One of the best themes I've ever known was, "Realities for Youth."

Once the theme is chosen, details regarding the three main sessions should be discussed; namely morning, noon and afternoon. First choose a conference speaker for the two main addresses (forenoon and afternoon) or a separate speaker for each. By personal conference or letter see that these men have "catchy" titles for their addresses. Then when the program is finally organized as a whole, place the main addresses just before the benediction, in order that the meeting will adjourn with the delegates in a serious frame of mind.

Psychologically, it is better to choose an

"out-of-town" speaker, but the best rule is to obtain a man or men who can present serious material to boys in a manner which will appeal to them. Appealing to youth is one of the severest tests that a public speaker ever faces. Last but not least, be certain the men live and practice Hi-Y ideals, for remember, boys are hard to fool!

The exact date of the conference should be left to the sponsor and the school authorities. Never make the mistake of announcing the date until it has been agreed upon by the main speakers. A change in the date of the conference is bad psychologically.

Next, choose a minister to give the invocation for each session, being certain to select individuals who will be effective in a short time. Then select for each session a presiding officer who can command attention. The third part on each program should be group singing under enthusiastic leaders. It is wise to also include one short musical or stunt number for each session.

On the morning program there will be a few extras. The principal may give the "address of welcome," the "response" coming from a forewarned member of a visiting delegation. If the state secretary or any "out-of-town" secretary is to be present, assign to him the task of introducing the delegations. The host sponsor must make announcements.

A few awards may be presented at the afternoon session. An award for the delegation coming the greatest distance rewards earnest effort. The winner of another award can be ascertained by multiplying the number in each delegation by the distance traveled to find the largest product. Plaques made by the host-club's own members at a very small cost make pleasing awards.

Right after the morning session try to provide for some sort of physical recreation, for the boys have been quiet longer than usual for them. If the host city has a Y.M.C.A. building, a swim will be much appreciated, especially by the boys from the "small-town" schools.

When planning for the noon luncheon, don't make the fatal mistake of slighting the quality and quantity of the meal in order to save on finances. Give the boys plenty of good quality, plain food, well-cooked. Add to the meat and subtract from the fancy salad. Full stomachs make

for contented boys; contented boys will assure a successful conference.

Plan only a short program for the luncheon. Judging from experience, I would advise against long talks. It is far better to cut the time shorter and go into the discussion session of the conference.

The group discussions are just a matter of dividing the boys into groups to discuss their problems as Club officers or members—or just boy problems in general. Select stimulating adult leaders.

Once the day's program and activities of real value have been planned, let the fellow Clubs know about the coming conference. Don't "hide your candle under a bushel." Merchants call it advertising; school men call it publicity. I don't advocate exaggeration, but I do advocate telling of what you actually have to offer.

Once the date of the conference is known for certain, a letter or card announcing the same to the other Clubs is in order. Tell them the conference program and other details will soon follow.

The second letter should be prepared to attract attention. Special features of the program should be pointed out; the amount of the registration fee should be stated along with a statement of what each delegate is to receive in return. The same letter should ask for registration fees to be sent in by a certain date, although many sponsors will not comply with the request. A copy of the conference program should be enclosed with the letter.

In this letter also enclose a self-addressed one-cent card for reply. Have the card prepared so your busy, fellow-sponsors need only check "yes" or "no" regarding whether or not their Clubs will send delegations. A blank for indicating the number of delegates and leaders should be furnished to be used by those who check "yes." This card will relieve the conference director of much worry, even though registration fees aren't paid by some delegations until the day of the conference. A good idea is to write a clever message, worded like a telegram, and mail it on one cent cards a few days before registration fees are expected.

Printed and colored posters are a real publicity luxury, but are hardly worth the price. The local newspaper will gladly publish articles furnished, along with cuts of the main speakers. It is best for the Club's sponsor to prepare or supervise the

preparation of all material published about the coming conference. At a small cost a copy of the newspaper carrying the leading article regarding the conference can be mailed to each prospective guest Club. In order that the newspaper sent may receive a warm reception, announce the fact it is being sent in the same letter in which the program is enclosed.

A leading question regarding a conference is: How can it be financed? By careful and thrifty management a conference can be financed by charging each delegate fifty cents registration fee. This fee will also cover the cost of each delegate's noon luncheon ticket. A local church women's organization will prepare a luncheon very reasonably. The last one-day conference I directed was held on a rainy day and netted approximately 140 delegates, leaders and guests. In my file I find the following expense statement for it:

Luncheon	\$52.85
Speaker's Expense	15.00
Postage	3.10
Advertising, including newspapers and stationery	3.10
Awards	1.00
TOTAL	\$75.05

Thus, our Club's deficit amounted to slightly over five dollars and the conference was well worth it.

In closing let me state a few words of caution. First, begin the morning session about 9:30 A. M. in order that the guest delegations can have an opportunity to arrive and register. Second, several days before the conference, sit down and think through the conference day. Note every overlooked detail in preparation and remedy it at once. Third, the director should personally select several Club members to act as guides and personal assistants for errands, etc. Fourth, keep calm through the numerous questions which will be met the day of the conference. Fifth, a day or so after the conference is over, compile complete details about it and write a criticism of each part of the conference and every number on the program. File this away for reference. That will aid in making the next conference even a better one.

C. R. Gilbert is sponsor of Hi-Y clubs at Bartlesville, Oklahoma.

Who's Who in Extra Curricular Activities

DR. JOSEPH ROEMER of the George Peabody College for Teachers in Nashville, Tennessee, throws this challenge to colleges and universities which devote their strength to the training of teachers:

"The activities program is so fundamental that the institutions of higher learning concerned with the training of teachers can no longer evade the issue of teacher training in this field. We have reached the place in the development of the activities program when we can demand that the higher institutions face their responsibilities squarely in training prospective teachers to function in the activities period, just as they are trying to train teachers for service in the activities program as it is to train them to teach the various subjects of the curriculum in the daily schedule. Consequently, it is unfair for higher institutions to expect secondary schools to operate their activities programs without trained teachers. It slows down the work too much, to have to spend the first part of the year with the new or incoming teachers right out of college, to give them an inservice-training course. It is wholly possible to give this training right in school before graduating teachers for service."

As Director of Instruction in the Junior College-Demonstration School at Peabody College, Dr. Roemer is in active touch with this matter of the extra curriculum, and his professional endorsement of an activities training set-up is signal.

A native Kentuckian, Dr. Roemer took his A. B. degree from his state university, and subsequently his M.A. and his Ph.D. from the Tennessee college where he is now an outstanding educator—Peabody College for Teachers. He has also spent one spring semester as post graduate student in Columbia University.

Professionally Dr. Roemer has dealt always in the field of combined educational theory and practice. His positions include: principal of the Peabody Demonstration School, head of the department of education at the Sam Houston State Teachers College, high school visitor and

professor of secondary education at the University of Florida, and summer school lecturer in the universities of Wyoming, Michigan, Pennsylvania, and Peabody College.

In addition to these positions of wide professional influence, Dr. Roemer has been given outstanding educational recognition. Since 1921 he has served as secretary to the Commission of Secondary Schools of the Southern Association. In 1925 he was president of the Florida E.A. Since '31 he has been president of the National Association of Officers Regional Standardizing Agencies. So it goes: member executive committee of NEA researching secondary education; expert consultant, Office of Education; Alumni Trustee of Peabody; chairman for eleven years of the Florida state committee of the Southern Association; president of the Association of Colleges and Secondary Schools of Southern States, 1932; and a number of others.

In the field of publications, Dr. Roemer's influence seems not less wide than as a committee member. He is associate editor of the *High School Quarterly*, and of the *Junior-Senior High School Clearing House*. Articles over his signature have appeared in *School Review*, *High School Quarterly*, *School Executive Magazine*, and others. He is author or co-author of seven books, and a series of *Adventures in Dictionary Land*. Several of his books are specifically in the extra-curricular field. His bulletins have been issued by both the Bureau of Education, and the NEA.

Were Dr. Roemer to appear with the pin, insignia, ring or key of the eleven societies to which he owes allegiance, he would look like a be-medalled veteran of many wars: Phi Beta Kappa, Phi Kappa Phi, Phi Delta Kappa, Tawse, Kappa Delta Pi, Kappa Phi Kappa, Alpha Phi Epsilon, Kappa Sigma, Mason, Knight Templar and Kiwanis!

The roving reporter asked Dr. Roemer just how important he considers the activities program, and his reply seems to reflect the most progressive thought of the day!

"No school is complete in its training program that does not provide work in extra curricular activities. The curricular studies are for the development of the intellectual side of the pupil; the extra curriculum just as essential for the development of the social and moral sides of the pupil. Consequently they are of co-ordinate value and importance; each has its function to perform, and unless that function is performed there can be no well-rounded and balanced school program.

"Perhaps no part of the school program is more important in training pupils to meet a new civilization than the activities work. When pupils are handled properly, they get a certain training in leadership, initiative, self-reliance, independence, and the like—of inestimable value to them when they are out of school and beginning work in their life vocations. It is to the development of students in these finer attributes of life that the activities program is dedicated."—A. G.

(Continued from Page 8)

SCHOOL ASSEMBLIES

Any outstanding events could be presented in an interesting and worthwhile manner. Select those topics which would be of particular interest to their groups.

PROGRAM

1. Song, "Safely Through Another 'Term' "
2. Bible Reading I Samuel 18:1-5—19:1-7
3. Lord's Prayer
4. School Song
5. Demonstration by Physical Education Department
6. Musical Selections, "When the Work's All Done"
7. Recitation, "The Road that Leads Up Higher"
8. Bits of Humor—From school life
9. Hungarian Dance No. 5—Brahms—danced by two girls from Physical Education Department
10. An Operation Skit—Nurse, patient, doctor
11. Violin Solo, "Song Without Words" Tschalkowsky
12. Presentation of prizes, awards, insignia for outstanding achievement of pupils in the school
13. Musical Selections—by boys, by girls
14. Selection, by school orchestra
15. Star Spangled Banner
16. Salutation to the Flag

It is suggested that every effort be

made to make the closing assembly program of the semester an outstanding success. There is plenty of opportunity to make this program original on the part of the pupils. Enlist their help and encourage them to write skits and playlets which may be presented to their classmates.

From time to time many excellent assembly programs come to the writer's desk from various schools throughout the country. So many fine programs are given each week and it is suggested that the assembly committee in schools where outstanding programs have been given will send to the writer these programs so that they may be made available to the readers of *School Activities*. We shall be very glad to include them in our suggested programs and give credit to those schools making contributions.

The writer will also appreciate any suggestions whereby these articles from month to month may be made more interesting and more helpful to that great army of teachers who are striving to raise the tone of our assembly work.

- (1) Assembly and Auditorium Activities, McKown, Macmillan Company

M. Channing Wagner is assistant superintendent of schools of Wilmington, Delaware. His book, *Assembly Programs*, is a widely known and an immensely popular one. Arrangements have been made by which this outstanding authority on assemblies will give *School Activities* readers a complete outline of assembly programs each month.

Extra Numbers at Half Price

New subscribers to *SCHOOL ACTIVITIES* will be interested to know that, besides complete files of back numbers at \$1.25 per volume, several hundred assorted back numbers are available at ten—no two alike—for a dollar, cash with order.

How many of you have spent futile hours in trying to find out how long it would take two men who have gone fishing to row up and down a river five miles if the current was flowing at a rate of two miles an hour, when at least any married man knows that the important consideration of a fishing trip is whether he will be late to the evening meal or be on time at a social function?—John Guy Fowlkes.

Program on Parliamentary Law

E. H. Thomas

THE PROGRAM consists of a regular business meeting of a high school club. On the platform seats for about twenty members can be placed facing the chairman's desk.

CHAIRMAN. This assembly program on parliamentary law was prepared by the Better Speech Club of Somerville high school. Only a few of the many rules of parliamentary law can be explained in this program. Your close attention will richly reward you by making you a more active and useful member of any home room organization, club, or society of which you may be a member.

A knowledge of parliamentary law is of great value to persons who want to influence the policy of an organization. Frequently, persons fail to carry out in a meeting well-laid plans when with a little knowledge of parliamentary order they could have done so with ease. Americans are known the world over as joiners. A partial knowledge of parliamentary procedure may therefore be regarded as a necessary part of the education of every person in this country.

George will explain for you the meaning of the term parliamentary law.

GEORGE. The customs and laws regulating business meetings of organizations in cases not covered by their own special rules are generally known as parliamentary law. The rules were first used by the English Parliament, (the law making body of England which corresponds to our Congress) and for that reason the laws of order are called parliamentary law.

It is realized that little business, if any, would ever be transacted were there no fixed set of rules governing the conduct of members and the procedure of business. One man may desire to talk on one subject; at the same time another may want to discuss a different topic. Are the men to have a fist fight to determine who is to speak? The answer is that there must be fixed rules. Today, besides law making bodies, many churches, lodges, clubs, and societies who want to do things the right way use rules of order.

Robert's Rules of Order, written by Mr. Robert, is a collection of the rules of parl-

imentary procedure. Congress used this book as its guide in parliamentary law. If at any time you want authoritative information on parliamentary law get a copy of *Robert's Rules of Order*.

A knowledge of parliamentary order assists in the conduct of business. It was not the wish of the makers of these rules of order that they should be used to block procedure, but to conduct business meetings quietly and in an orderly way.

It is upon the chairman chiefly that the orderly conduct of business depends. In the course of our program, pay particular attention to what he does and says. Many of you at some time will act as a chairman. You will also learn from our program the order of business, the proper way of presenting motions, nominating persons for office, ways of asking for information on parliamentary order, and many other of the more common rules of procedure.

CHAIRMAN. We shall now conduct a regular business meeting of the Better Speech Club. (Firmly tapping with gavel) Will the meeting please come to order?

The secretary will dispense with the calling of the roll. (*Pause. To the audience*) After calling the meeting to order, the chairman may or may not request a roll call. If time permits, the chairman generally requests the roll call.

The secretary will now read the minutes. (*To audience*) By way of explanation, I shall say that the minutes are a record of the formerly unread proceedings of any previous meeting of the organization.

SECRETARY. At a regular meeting of the Better Speech Club held March 15, 1933, the president and secretary being present, the minutes of the previous meeting were read and approved. Report of the committee on the scholarship was received and filed. A motion was made and carried. "This club should write its thanks to the G. C. Stone Publishing Company which so graciously provided us with free pamphlets on the study of speech." At 2 P. M. the club adjourned. Respectfully submitted, Grace Wright, Secretary.

CHAIRMAN. You have heard the minutes. Are there any corrections? (*Wait*

for possible response). If not, the minutes will stand approved as read. They are approved. (*If the secretary's report is in error, the correction is made and the chairman then says, "The minutes stand approved as corrected."*)

Is there any official or special committee's report to be read?

We shall proceed with transaction of new business.

CHARLES (*rising hurriedly*). I want to make a motion that the day for the regular meetings of this club be changed from Monday to Friday afternoon.

CHAIRMAN. Charles, you are out of order, and therefore have not permission to talk. Can you explain the reason?

CHARLES. Mr. Chairman.

CHAIRMAN. Charles.

CHARLES. I can explain the reason. In my haste to present the motion, I spoke without receiving recognition from the chairman. No one receives permission to have the floor, which means permission to talk, who does not rise and address the chair according to the appropriate form of Mr. Chairman, if the presiding officer be a man, or of Madam Chairman, if the presiding officer be a woman. The chairman, if he wishes to recognize you or to give you the floor, will repeat your name or in some other way will indicate to you whether or not you are recognized. (*slight pause*) May I now present my motion?

CHAIRMAN. Charles is given the floor.

CHARLES. I make a motion that the day for regular meetings of this club be changed from Monday to Friday afternoon.

CHAIRMAN. Your motion is incorrectly worded. Henry, will you explain to Charles the correct way of wording a motion?

HENRY. Motions are worded: "I move to, etc.," or "I move that, etc." Never should one say, "I make a motion that."

CHAIRMAN. Thank you, Henry. Your explanation was good. Charles, state your motion again.

CHARLES. I move that the day for regular meeting of this club be changed from Monday to Friday afternoon.

CHAIRMAN. Is there a second to the motion? (*no response after a pause.*)

The chair hears no second to the motion and therefore declares it lost for want of a second.

MARGARET. Mr. Chairman.

CHAIRMAN. Margaret.

MARGARET. I move that the Better Speech Club of Somerville high school purchase with money from the treasury an unabridged edition of a dictionary to cost no more than \$18.00.

CHAIRMAN. Is there a second to the motion?

JAMES (*without rising*). I second the motion.

ELIZABETH. Mr. Chairman.

CHAIRMAN. Elizabeth.

ELIZABETH. I rise to a point of order.

CHAIRMAN. Elizabeth, what is meant by rising to a point of order?

ELIZABETH. Whenever a member wishes to bring a notice of a chairman or to members some mistake in the observance of parliamentary order or of the rules, the constitution, or the by-laws of the society, he may rise to a point of order.

CHAIRMAN. That is a good explanation. What is your point of order?

ELIZABETH. The motion was seconded by a member who did not address the chair and obtain the floor.

CHAIRMAN. Elizabeth, your point of order is not well taken. Any member without rising and addressing the chair may second a motion. Let us now consider Margaret's motion.

The question is now open for debate. (*Chairman sits down.*)

WILLIAM. Mr. Chairman.

CHAIRMAN. William.

WILLIAM. I rise to a request for information. I should like to know whether or not Margaret has considered the fact that there remains in our treasury only a small sum—about \$20.00 I believe. This amount, it appears to me, does not justify our purchasing an unabridged edition.

CLIFFORD. Mr. Chairman.

CHAIRMAN. Clifford.

CLIFFORD. I rise to a point of order.

CHAIRMAN. Please state your point of order.

CLIFFORD. A chairman should never sit down but always stand.

CHAIRMAN. Your point of order is not well taken. A chairman stands to put a question or motion to a vote and to announce the results. During debate or discussion on a motion, he should be seated. At other times he may sit or stand as he pleases.

MARGARET. Mr. Chairman.

CHAIRMAN. Margaret.

MARGARET. Referring to William's statement as to the condition of our treas-

ury, I wish to say he is not aware of the \$15.00 contribution made to our organization by Mr. Smith.

CHAIRMAN (*rising*). Are you ready for the question? (*no response*). The question is on the adoption of the motion "the Better Speech Club of Somerville high school shall purchase with money from the treasury an unabridged edition of a dictionary to cost no more than \$18.00." As many as are in favor of the motion say aye.—Those opposed say No.—The ayes have it, and the motion is adopted.

JAMES. Mr. Chairman, I rise to a parliamentary inquiry.

CHAIRMAN. Please state your inquiry. Any member without waiting for recognition from the chair has a right to know the parliamentary rule being applied to the question under consideration.

JAMES. When the chairman asks, "Are you ready for the question?" should he not wait for someone to call out "question" prior to taking a vote?

CHAIRMAN. No, this is not necessary. If "question" is called out, it is simply an indication that someone is anxious for a vote to be taken. If "question" is or is not called out, the motion can be voted on, provided debate has ceased.

MARY. Mr. Chairman.

CHAIRMAN. Mary.

MARY. I move that we follow the recommendation of the faculty and elect a representative to the student cabinet at this time.

HENRY. I second the motion.

CHAIRMAN. It is moved and seconded that we follow the recommendation of the faculty and elect a representative to the student cabinet at this time. Are you ready for the question? (*Someone calls*

out "question.") As many as are in favor say Aye; those opposed say No. The Ayes have it and the motion is adopted. The next business is the election of a representative.

ELIZABETH. Mr. Chairman.

CHAIRMAN. Elizabeth.

ELIZABETH. I nominate Charles.

CHAIRMAN. Charles is nominated.

WILLIAM (*rising*). I nominate Mary.

CHAIRMAN. Mary is nominated.

CLIFFORD. Mr. Chairman.

CHAIRMAN. Clifford.

CLIFFORD. I rise to a point of order.

CHAIRMAN. Please state your point of order.

CLIFFORD. Neither nomination was seconded, and William did not obtain the floor before making his nomination.

CHAIRMAN. Your point of order is not well taken. It is not necessary to obtain the floor to nominate, nor is it necessary to have a nomination seconded. Charles and Mary have been nominated as representatives. Are there any other nominations? (*There being none, chairman continues.*) As many as are in favor of Charles for representative say Aye; those opposed say No. The Ayes have it, and Charles shall be our representative. It is not necessary to vote on Mary's nomination because Charles has already received the majority of the votes.

JAMES. Mr. Chairman.

CHAIRMAN. James.

JAMES. I move that we adjourn.

HENRY. I second the motion.

CHAIRMAN. It has been moved and seconded that we adjourn. As many as are in favor of the motion say Aye. Those opposed say No. The Ayes have it, and we stand adjourned.

(CURTAIN)

New Year's Resolution

Emma C. Richey

Characters

MRS. KIMBERLEY

MR. KIMBERLEY

JACK

LORETTA

GRANDMOTHER

HILDA, Swedish maid

PAT, Irish servant

WATKINS MAN, a house-to-house salesman

MRS. BROWN and BELLE

BILL and TOM, magazine salesmen

MR. COOK, fortune teller

MR. GOOD

Setting: A living room of well-to-do family. Scene opens with Mrs. Kimberley seated reading.

(Enter Hilda)

HILDA. I tank I bane hear you ring, ma'am.

MRS. K. Yes, Hilda, please send Pat here. He has a lot to explain.

HILDA. You bane gonna scold him? This bane New Year's day, ma'am.

MRS. K. What has that to do with it?

HILDA. I tank it bane better to start New Year's day with good resolutions dan with scolding.

MRS. K. Hilda, you are not paid to preach to me.

HILDA. I bane sorry, ma'am. But I bane make resolution to speak my mind. I tank in dis country we haf free speech.

MRS. K. (*severely*). Hilda, will you call Pat?

HILDA. I bane tank it youst as well. (*Exit*)

MRS. K. I've a good notion to let her go. If she's made a resolution to speak her mind, she will be getting more and more difficult.

PAT (*entering*). Fer what ye be wantin' me, ma'am?

MRS. K. Pat, I can't understand what you mean by digging out my most beautiful rose bush.

PAT. Ah, ma'am, plase be patient. Oi'll be a valuable mon on this place this blessed year.

MRS. K. That is a poor beginning—digging out my rose bush.

PAT. But you see, ma'am, it's loike this. Oi resolved Oi'd plant something every day of the year, but ye know the ground was that frozen that oi couldn't get a spade in an inch. Oi was puzzled until oi saw a faucet was drippin right by that rose bush. Then it was aisy to keep me resolution. Ye wouldn't want a man to break his New Year's resolution, would ye, ma'am?

MRS. K. Pat, you're an idiot. A perfect idiot.

PAT. But, ma'am, a New Year's resolution is such a necessary thing fer a man to live by.

MRS. K. All foolishness. You'll break it before the month is over.

PAT. My, but that is discouragin'.

MRS. K. There are more discouraging things than a broken resolution.

PAT. Begorra, I've an idea. I could move the rose bush back tomorrow if you loike. That would be keepin' me resolution another day.

MRS. K. Go on about your work like a sensible man. Don't say resolution to me

again.

(Enter Loretta and Mr. Kimberley)

LORETTA. Oh, mother the teacher said everyone should make a resolution. I wish you would help me think of some.

MRS. K. Teachers are getting worse and worse.

MR. K. Why, I like the idea.

MRS. K. You would. Just think how few of you will keep them.

LORETTA. But, Mother, she meant a resolution that you would get better marks in your studies, or something helpful like that.

MRS. K. I don't believe in resolutions.

LORETTA. You're all alone then mother. Everyone in town has from one to a thousand. Jan, Myrtle, Bob, Betty, Tillie, Andrew, Fat, and—

MRS. K. Loretta, that will do. I say resolutions are a sign of weakness.

LORETTA. But they're so much fun and—

MRS. K. Loretta, change the subject.

JACK (*enters*). Where's Hilda?

LORETTA. Wouldn't you like to know?

JACK. Bet your life. I've a resolution for her to make.

MRS. K. A resolution!

LORETTA (*winking at Jack*). I just love resolutions. We'll make Hilda subscribe to a few.

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MRS. K. Such a bore. Resolutions, resolutions and no intention of keeping them.

MR. K. It's a start in the right direction though.

GRANDMA (*entering*). What on earth could have happened to my glasses, (*searching the room*) I wonder.

JACK. Have you got two pairs, Grandma?

GRANDMA. No, no. Of course not. Just the one pair. I resolved today that I'd never lose them again.

MRS. K. (*smiling maliciously*). Another resolution that didn't last a day.

JACK. Oh, that's all right, Grandmother, so long as New Year's day lasts you can resolve and resolve. No end to the times you can begin again.

MRS. K. And get weaker and weaker.

JACK. Only trouble is that New Year's day doesn't come in June when the days are longer. It would double your chances of beginning again.

MR. K. Your glasses appear to be on your head, Mother.

GRANDMOTHER (*comfortably*). Then I haven't broken my resolution at all; of course they weren't lost when I had them all the time.

JACK. That's the spirit, Grandmother.

MRS. K. See how these resolutions sort of make us twist the truth.

GRANDMA. Make one, my dear, make one, and you'll find yourself getting human.

(*Enter Pat with Watkins' man who carries two cases.*)

PAT. Ah, ma'am, I couldn't find that shiftless goil so I brought the Watkins' man right in to see ye. I knew you'd be plazed to meet him. He came over tin years before Oi did, but he niver fergets a friend.

MRS. K. On my word, do people have to work on a holiday?

SALESMAN. Yes, yes, Mrs. Kimberley. (*Speaking very fast*) Some work all the time and some not at all. Queer times, queer times. Would you like any salt,

pepper, ginger, cinnamon, cloves, allspice, washing powder, cleaner—

MRS. K. I buy from the stores altogether.

SALESMAN. Then buy from us. We have a surprise for you. We (*opening suitcase as he talks*) have the most excellent—

MRS. K. No need, no need.

SALESMAN. Now consider the saving, the quality. Make a New Year's resolution that—

MRS. K. Good gracious! Another one! I simply will not be bothered. (*Salesman grabs suitcase, and followed by Pat, exits. Jack laughs.*)

MR. K. Now Helen, that isn't the way to treat a salesman. You should—

JACK. Make a resolution. (*Jack and father both laugh.*)

MRS. K. (*to Kimberley*). John, I have

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a right to my own opinion. I never want to hear the word resolution again.

(Enter Loretta followed by Hilda)

HILDA. Resolution, resolution. (to Jack) I hear you bane want me to make resolution.

JACK. Yes, Hilda, several of them. First resolve to leave my desk as you find it. Let the dust get inches thick if you must but don't bother my papers!

LORETTA. He's peeved because he lost a letter from his best girl. He thinks I took it.

HILDA (simpering) I tink I need that letter. I learn to write my young man in Sweden. (giggles)

JACK. Great Scott! You took my letter?

LORETTA. Ha, ha, that's a good one. Was it sweet, Hilda?

HILDA. It bane very nice. I tank I write just like that to my young man. I tank it begin so nice.

JACK (angrily). Hilda, you keep still. Mother, tell her what a crime this is.

HILDA. I bane tank I make that resolution queek.

JACK. But the first time you break it, out you go. Doesn't she, Mother?

MR. K. I wouldn't be too severe, Jack. You could put your letter away.

HILDA. I keep my resolution. If I look in your letter, I put it back where it was.

MRS. K. Hilda!

HILDA. Ya, ya. I tank I keep resolution. (exit quickly.)

JACK. What a maid!

LORETTA. She isn't so bad at that. Why she makes the (jumps as a ring or knock is heard). I'll see who it is. (Goes to door and ushers in Mrs. Brown and Belle Brown.)

MRS. K. Why, Mrs. Brown, how glad I am to see you!

LORETTA. Oh, Belle. It's good to see you again. (puts her arm around Belle)

MRS. BROWN (shaking hands all around). It's so exquisite to be home again. I just couldn't wait to stop to see

how you were.

MRS. K. How thoughtful of you to remember us after your thrilling adventure with Count De Scouflay.

BELLE. Oh, I wish you could have met him. He has the most marvellous, extraordinary, gracious personality that it has been my good fortune to meet.

MRS. BROWN. Perfectly wonderful! Absolutely divine! And so taking!

BELLE. Oh, I just adored him!

MRS. BROWN. And he was extraordinarily fond of Belle. In fact he promises to come to see her in the near future.

LORETTA. Oh, how thrilling!

MRS. K. It must have been. You must have learned much about the ways of nobility.

MRS. BROWN. The cleverest thing we learned was how to make the nicest New Year's resolutions.

MRS. K. (in frightened voice). Oh, Loretta, bring my smelling salts. I feel a bit ill. (Loretta brings salts. Mrs. K. sinks back in chair with eyes closed.)

MRS. BROWN. Oh, that's too bad. Just when we had such a nice visit planned. We'd better go. (She and Belle exit.)

MRS. K. (suddenly sitting up). The

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bore! The nerve of her to tell me of resolutions. (*Loretta winks at Jack.*)

(*Hilda enters with two smiling young men who have magazines under arm. One has a pad and pencil.*)

MRS. K. Well, gentlemen, am I supposed to know you?

BILL. Not yet. (*Takes out pad and pencil.*)

TOM. We're trying to interest you in a bargain, the greatest in the magazine line.

BILL. It can't be beat anywhere. These five leading magazines for only \$4.50.

TOM. And besides you'll be helping us through college.

BILL. You see we have resolved to pay our own way. Start the New Year right.

TOM. Nothing like a New Year's resolution to help a man make sales.

MRS. K. (*as if recalling something*). Yes, I do know you. It just comes to me. You are another pair of those weak people who haven't enough backbone without a resolution to lean on. No, I can't buy your magazines. I haven't made a single resolution along that line. Say your speech somewhere else. Goodbye! (*exit Tom and Bill*)

JACK. Don't you think New Year's the proper time to start a clean page, Mother?

MRS. K. The idea that people expect to keep decisions any better made one day than another.

(*Hilda enters with Mr. Good*)

HILDA. He bane sure you want him so I let him in.

MRS. K. Well?

MR. GOOD. I'm Mr. Good, ma'am. I'm out from a new company. We have something brand new on the market. A good buy. We are trying to save people from the painful job of thinking, from the necessity of using so much time on New Years' day. People wear out brains and patience. Now we have the best line of ready-made resolutions ever put on the market. Unique, thoughtful, just what you want for yourself.

MRS. K. What!

MR. GOOD. You'll buy them of—

MRS. K. I'm too poor, too terribly poor to spend money on trifles. Go!

JACK. Let's hear a few of them. Might give us an idea.

MR. GOOD. Young man, you are like these people who are always trying to get free advice from a doctor.

MR. K. (*winking at Jack*). Well, how many resolutions will you sell for a nickel?

MRS. K. Will you leave instantly? (*exit*

Mr. Good)

JACK. Aw, Mother, think of the saving of time if we'd get them ready-made like that.

(*Enter Hilda followed by Hindu fortune teller.*)

HILDA. He bane vant to tell your fortune, Ma'am.

HINDU. Ah, lady, if you but cross my palm with silver, I will tell you what the future holds for you.

MRS. K. Such nonsense!

JACK. Go ahead, Mother. It might cheer you up.

GRANDMA. I'll pay for it if it's not more than ten cents.

(*Loretta gets money from G. and crosses palm of Hindu.*)

HINDU. All right, we start. (*takes Mrs. K.'s hand*) Ah, ma'am, this will be a happy year for you. All your noble resolutions will be unbroken—unbroken.

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JACK. Wonderful! I hope I have such good luck.

MRS. K. (to Grandma). Now see what you started.

HINDU. Cross my palm with more silver, and I will reveal much more.

MRS. K. This is preposterous. I won't tolerate it. Hilda, show this man the door.

HILDA. I bane tank he already see it.

MRS. K. (to Hindu) Go—go!

LORETTA. Oh, Mother, I wanted him to tell my fortune.

MRS. K. Enough of this extravagance. Begone!

GRANDMA. Come on, child! I'm not too old for resolutions or fortunes either. Your mother is beginning to show her years.

(Exit Loretta and Grandma with Hindu.)

MR. COOK (enters). Good afternoon, Mrs. Kimberley. How are you, Kimberley? (shakes hands)

MRS. K. How are you, Mr. Cook?

MR. COOK. Very well, indeed, Mrs. Kimberley, You see I've made a resolu-

tion. Started the New Year right.

MRS. K. (scornfully). For goodness sake! Made a resolution! How original.

MR. COOK. Yes, made a resolution to pay my debts. You remember that hundred dollars I borrowed five years ago, Kimberley. Well, I'm paying it back with interest. (Takes out check book and writes).

MRS. K. A resolution that he keeps!

MR. K. That's great. It will come in handy.

JACK. That ought to hold you, Mother.

MRS. K. Perhaps they are worth making after all.

MR. COOK. Why, I've resolved every year that I'd pay that back, and never seem to get it done. This year I resolved to pay it back today, January first, and it's a load off my mind. (Gives check.) Good-bye.

JACK. See how happy he is. Mother. Try making a resolution, you look so glum.

MRS. K. (laughing). Get me a paper and pencil, and I will make enough for all of you.

News, Notes and Comments

THE PRICE OF YOUR GRADE

Posted on the wall in one of the college classrooms appears the following group of requisites to receiving a grade of "A" taken from the grading standard of the Chicago School of Music. Every student would do well to have a copy of these points on the wall of his or her study room.

The student who makes A's

1. Always does more than is required.
2. Has an unusually good command of English.
3. Is always alert and participates freely in class discussions.
4. Unusually alert in taking class assignments.
5. Is prompt, neat, and thorough in all work.
6. Knows how to use books and knows how to find material in library.
7. Reads rapidly and retains what he reads.

8. Has initiative and originality in attacking new problems.

9. Has ability to make practical applications of information acquired.

10. Is enthusiastic in school work.

11. Is able to concentrate.

12. Has an analytic mind.

13. Recalls readily.

14. Makes mental cross connections; traces cause and effect; compares and contrasts.

15. Can work independently.

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Since stencil duplicators are so indispensable in the modern high school and since stencils of satisfactory price and quality are not always easy to get, *School Activities* readers will be interested in the favorable report of users of Swallow stencils advertised in *School Activities* by the Superior Duplicating Supply Corporation, 151 West 46th St., New York. The price is \$2.50 per quire, and repeatedly users of

them have referred to them as the best stencil value they had ever found.

The *National University Extension Association* issued a call for all suggested questions for the high school debate question for next year to be sent in on or before December first. Within a short time the committee in charge will be able to announce the question chosen. This work is under the direction of T. M. Beard, University of Oklahoma, Norman, Oklahoma.

NO ROYALTY CHARGE ON PLAYS USED IN CLASS

A bulletin on the use of royalty plays in class is sent out by Samuel French. The following statements from it, while they speak for us other play publishers, may be regarded as fairly representative of their views on the matter.

(1). The acting of a copyright play by a regular class in the class room, at which no outsiders are present, is not a performance, since a performance presupposes an audience.

(2). When a drama class acts or rehearses such a play in the school assembly hall before other members of the school, who pay no admission, and during regular school hours, we are willing to regard this as part of the school work and not as a regular performance.

(3). Inasmuch as some schools, however, use copyright plays for performance before an audience of outsiders, it is clear that all such performances are "regular" and must be paid for on the usual royalty basis required, whether such performances are given during school hours or not.

(4). If your performances of the above named play would be given under the conditions set forth in paragraph 3, the regular catalogue fee is payable. If you decide to produce the play in question, therefore, kindly advise under which conditions it would be given and the date of presentation.

(5). May we emphasize that the above applies only to the use of our *one act plays*.

Yours very truly,—*Samuel French*.

High school debaters who missed hearing the National Radio Debate on the Radio Question, Nov. 1, or who desire a permanent record of the arguments presented can write to the University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill., and secure a copy of a booklet containing the full text of this debate for 15c

for one copy or two copies for 25 cents.

TO STUDY HIGH SCHOOL STANDARDS AND ACCREDITING PROCEDURES

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School and Home

A Magazine published November,
January, March, May
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HOLIDAY REVIEW

Ella M. Stewart

JANUARY

Time—The holiday season, but could be used at any time in the year, by omitting or changing the prologue.

Place—School Auditorium.

Scene—Father Time dressed in loose, flowing garments, wearing long, white beard, and carrying scythe. He enters slowly, speaking prologue as follows:

"Another year is drawing to its close. Another year will soon begin. As I look back over the year that is now almost ended, I see days, weeks, months, passing swiftly, filled with joy, grief, pleasure, pain, toil, happiness—all the happenings, both good and evil, that beset mankind. I desired this to be a year of happiness—of peace and good will—and I gave freely the gifts of opportunity, endeavor, service, sacrifice, which, rightly used, lead to the highest, purest, most satisfactory happiness. But many failed to use the gifts, and have reaped sorrow accordingly. Now I like to remember the days in which the people were glad—the high days, or holidays of the year. I see them passing in review. They speak to me of happiness, of freedom from care and toil. Ah,—this first picture in memory's review—sweet, smiling, innocent—."

(While talking, Father Time seats himself at one side of the stage, where he can see the pictures as they appear, and where a softened spot-light falls upon him, while the audience room is in semi-darkness. As he speaks the words, "this first picture," a young child appears, dressed in high silk hat and swallow-tail coat, and carrying in his hand a large blank book and quill pen. As he pauses a moment, several young people crowd in, shouting "Happy New Year," and seeking to write "Resolutions" in the book carried by the infant New Year.)

(If desired, the child could be semi-nude, with a filmy scarf draped around the body, instead of the silk hat and swallow-tail coat.)

FEBRUARY

Next appears a scene representing St. Valentine's day. A charming young lady is shown dressed in dainty costume adorned liberally with red hearts, and carrying in her hands several lacy valentines. A messenger boy enters and hands her a fancy lace-trimmed candy-box valentine.

Washington's Birthday may be represented by two scenes. The first shows a small boy with hatchet, and a small tree lying prostrate.

The second shows a young man standing in a dignified pose, dressed in colonial costume, as he appeared as President.

MARCH

St. Patrick's Day. A young man dressed in the garb of a monk is shown driving the snakes out of Ireland. These could be toy snakes from the ten cent store, each attached to a long thread, manipulated by some one off stage, who pulls them slowly along before the monk, giving the effect of being driven before him.

Or, a young man dressed in green and wearing a high, stove-pipe hat, and with shamrocks pinned on his lapel, appears and sings "The Wearing of the Green."

APRIL

Easter. A quartet of young people (good singers) dressed in choir robes, holding hymn books, and singing to joyous music, "Joy to the World." A large white cross could be used in the back ground, and a few potted plants or palms might be used.

MAY

Mother's Day. A middle-aged woman with grey hair sits in a rocking chair by a table upon which are several wrapped packages. She is reading a letter. A messenger boy enters and hands her a telegram.

Memorial Day. Four young men, dressed respectively in the uniforms of the G. A. R., the Spanish War veterans, the World War veterans, and a Boy Scout, enter, bearing memorial wreaths which they place upon an easel or shield, representing the soldier dead of all wars. Music appropriate to Memorial Day should be played softly.

JUNE

Flag Day. Flag Day shows a display of flags of the United States, while a group of children dressed in white, each carrying a small flag, gives the salute to the flag, and repeat the pledge of allegiance, while the Star Spangled Banner is played.

JULY

Fourth of July. This scene may show a number of men dressed in colonial costume, at a table supplied with quill pens, ink, sanding box, about to sign their names to a document—The Declaration of Independence.

If this seems difficult to prepare, a different scene might be used, showing small children with small firecrackers, torpedoes, pinwheels, with a number of flags in evidence. The first scene is much stronger.

SEPTEMBER

School Day. A young woman teacher stands at one side of the stage, with call bell in hand, and directs the march of children, who carry books, pencil boxes, and lunch boxes, across the stage. Only a few

children will be needed, as they can cross back stage and repeat the march.

OCTOBER

Hallowe'en. The stage is lighted with Jack-o' lanterns, and children dressed in ghostly apparel and carrying Jack-o' lanterns appear, while a person of more adult size is dressed as a witch in black and orange, and carries a broom and a black cat.

NOVEMBER

Thanksgiving. This scene shows an elderly couple preparing for the Thanksgiving feast. The old gentleman is seated cracking nuts for the cake, the old lady is beating in a big yellow mixing bowl. The door opens and the children and grandchildren arrive, and are greeted rapturously by the old couple. Properties appropriate to the Thanksgiving feast may be displayed as desired, such as pies, turkey, and so on.

DECEMBER

Christmas. Shows a small, decorated Christmas tree at one side of the stage. Three little children, dressed in sleeping

THE NEW LEISURE CHALLENGES THE SCHOOL

"It is not," says Dr. John H. Finley in his foreword to "The New Leisure Challenges the Schools," an academic dissertation. It is one Aristotle would approve."

This volume, which school authorities everywhere are welcoming with keen interest, represents the findings of a study made by Eugene T. Lies of the staff of the National Recreation Association with the cooperation of the National Educational Association, of the part schools are playing in training for the use of leisure. It discusses program content for leisure-time education through physical education, reading and literature, dramatics, music and hand-craft, nature study, social training and opportunities, and extra-curricular activities. It tells of the opportunities provided by schools for after-school hours, vacation time and for non-school youth and adults. Definite examples are given, concrete experiences cited, situations analyzed, and principles applied.

The book is challenging not only to school authorities, but to all community groups.

PAPER BOUND, \$1.50

CLOTH BOUND, \$2.00

National Recreation Association

315 FOURTH AVENUE

NEW YORK CITY

garments are preparing to hang up their stockings.

If this is not convenient to arrange, Santa Claus may appear, with pack, and hang various gifts upon the tree. A jingle of bells outside heralds his entrance.

Then Father Time, leaning heavily on his scythe, leaves the stage, head bowed.

If this is used for a New Year's Eve entertainment, the last act, Christmas, should be planned to be shown shortly before midnight, so that the ringing of the bells follows in sequence.

Or if a church society wishes to have a devotional period as the old year ebbs, the pageant may be staged earlier in the evening.

Admission may be charged, or it may be just a social affair for churches, lodges, or P.T.A. meetings.

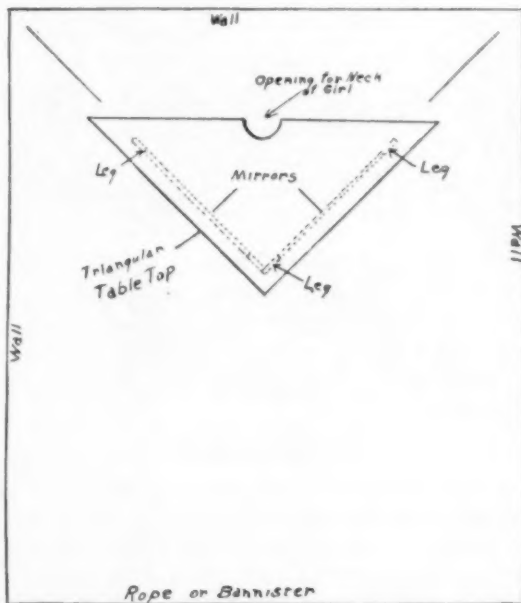
THE BODYLESS WOMAN

Construct a rectangular booth open at one end. For walls use beaver board panels of bed sheets hung so as barely to touch the floor. Arrange the booth so that spectators can not get around it but must view it from the front.

Get two large mirrors that are the same size and shape. Make a triangular table to fit the mirrors as shown in the drawing. The mirrors stand on edge and reach from table leg to table leg as shown by the dotted lines. Place the table in the booth in such a way as will make the rear corners of the booth directly in line with the mirror faces. This arrangement will make any point on either mirror the same distance from the rear wall as from its side wall. The mirror frame will be concealed by the table legs at each end and by the table frame at the top. At the bottom the mirror frame should be concealed by sand or soil placed on the floor to the necessary depth. Even if the mirrors should be taken out of their frames, sand or soil must be placed on the floor to make it look

the same all over. The front leg should show two sides of equal width. The rear legs should be the same width as the front one and half as thick as they are wide.

DEVICE FOR BODYLESS WOMAN (TOP VIEW)



The booth should be lighted by lamps hanging over the table. The girl whose head is to appear on the table sits on the floor. A folded sheet should be spread on the table and pinned around the girl's neck to conceal the opening in the table top. The opening in the table top may be a semi-circle cut at the back edge of the

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table as shown in the drawing, or perhaps better yet a U-shaped cut reaching farther toward the center of the table.

If the mirrors are too small, there will not be room for the girl to sit straight under the table. In that case a smaller girl will have to be used or an extra floor will have to be made over part of the booth to permit the girl to sit below what appears to be the floor.

The illusion of the "bodyless woman" is perfect if properly carried out. The deception lies in the fact that the mirrors, being at right angles with each other and bisecting the right angles of the booth, reflect the side walls exactly as the back wall would appear to someone looking under the table. Spectators look under the table and see what looks like the back wall—to them it is the back wall. Spectators should be kept at a distance as far from the front leg of the table as it is from the rear wall.

This is one of **250 Tricks of Magic**, price 25c, sold by **School Activities** and advertised elsewhere in this magazine.

SUNFLOWER MINSTRELS

J. Zimmerman Edwards

This is an unique production easily car-

ried out in any program. Each sunflower minstrel has his or her face blackened, lips rouged and eyes closed. (Brown grease paint is preferable to black in this case). Large sunflower petals of yellow crepe paper on a wire frame each face. The rest of each costume is green, all the costumes being the same shade of green.

As the music begins and the curtain raises, they slowly open their eyes and roll them negro fashion. Negro songs and jokes are used throughout the program. They may bend or sway and do anything with their heads and their hands but their feet positively must not move, as they are planted there.

If you prefer, you might have a sheet stretched across the entire stage, reaching to the floor. Have holes cut in the sheets for the minstrels to stick their heads through, according to the various heights of the singers, who are kneeling, some standing on the floor and on chairs of various heights. In this case, the sunflower petals are painted on the sheets around each head and the green stalks and leaves painted on according to positions. The minstrels of course stand behind the sheets with only the heads showing. The rolling of the eyes adds much to this performance.

WHEN WINTER COMES

**There'll be stormy days when children
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Don't let health suffer from tired nerves.

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Games for the Group

DECORATIVE SUGGESTIONS FOR THE JANUARY PARTY

Helen M. Alrich

NEW YEAR FROLIC

A novel way to invite guests to a New Year's Eve party is to send small calendars, marking the eventual New Year's Day. Little bell shaped cut-outs may be attached with the name, hour and address of the hostess.

The principal feature of the New Year Party decorations are bells suspended from wreaths of holly and mistletoe.

A doll dressed as Father Time holding a scythe in one hand and a tiny baby doll in the other may be used as a center figure for table or stage.

Bells are clever as shades for candles. Little jingling bells tied with red ribbon may adorn place cards or tallies.

Bayberry candles are made for table or room decorations for they give off a pleasing odor and are a symbol of good luck.

The decorations should be very simple, merely little New Year bells which may be hung from the veri-colored ribbons from curtains, chandeliers and over doorways. Japanese crystal tinklers swaying in the breeze, add a delightful accompaniment to the tinkle of the other bells.

Masquerades are appropriate for New Year, since the Roman god Janus, for whom the month of January was named, was a two-faced deity therefore it is fitting for each guest to have an extra face or false face for use in the evening of merry making. These are usually brought by the guests as a result of a postscript on the invitation.

The advent of the New Year has always been celebrated in a spirit of rejoicing. Even the solemn service of the churches end with the blast of trumpets, the pealing of bells and the glad greeting of friends.

Noise makers are often provided at New Year party tables. Confetti and serpentine play conspicuous roles at most of these celebrations. A tube of confetti disguised as a jovial jester may be used as a favor. Cover the tube of confetti with light green crepe paper. Paint a face on white paper and paste around the top of the roll, with a wide ruff for a collar. Use

a hat of light green paper with small silver bells on the points.

Another pretty favor is made with a horn dressed like a "What-you-may-call-him." His hat is of red mat stock with gaily flying ribbons of crepe paper. His body is wound with dark green crepe paper. His feet are cut from red mat stock. He evidently does not need hands, just a curl of crepe paper.

According to Shakespeare, Time travels at divers paces with divers persons. With some it stands still, with some it ambles, with some it trots, with some it gallops. But he might have added that upon occasions, it flies.

Timely decorations are appropriate. Father Time in sheet, wig and white flowing beard, carrying a cardboard scythe, an hour glass and a stop watch, may appear and keep things moving rapidly throughout the evening. If the party is large he may be assisted by the four seasons, spring, summer, autumn and winter.

Everything should be done to make your guests feel rushed. Guests are told to step lively as they are holding up the entire calender. Then with a thud Father Time appears.

For entertainment divide your groups into past, present and future.

Mad March may start your guests on a career around the year.

April foolishness is supposed to be restful. Their representative tells a joke on himself.

May melodies' representative sings Mendelssohn's "Spring Song."

June bugs next,—girls start a buzzing contest.

July the 4th—picnic is spread on a newspaper with licorice, crackers, apple, banana, marshmallow and a doughnut.

The leader must go to the paper and eat one item of the picnic spread before he can go back to his group and touch the hand of another who does the same until the spread is gone.

August—hay fever month. The prize goes to the one who gives the most gigantic sneeze.

September—school. Each gives a college yell and Father Time gives the prize to the one who sounds most natural.

October—fortunes. Cards distributed

with the letters of the alphabet. Father Time decides who writes the best fortune, in verse, using the letter of the alphabet assigned him.

November—election. Father Time asks the group to select a person for the office of "Dog Catcher." The group selects three candidates, each to make a two-minute speech, the prize going to the one who works the hardest for his election.

December—Santa Claus. Each member of the December clan is given a piece of crepe paper, with which they must tear out paper dolls. To the best Father Time gives the prize.

New Year's resolutions, a contest for everybody, is to make cut-out hour glasses and have each write their New Year resolutions upon them.

February—heartiness. Each guest gives a hearty congratulation. The losers give the winners three Hearty Cheers.

As midnight approaches, Father Time slips away just as the horns, bells and sirens usher in the New Year.

If the party is to be in the nature of a ball, decorations are to be elaborate, favors expensive, then tickets must be high and even then are usually inadequate to the demand for, as poor as everyone feels just now, this seems to be the one party that no one wants to miss.

"Funny old world, isn't it?"

If it is to be a costume party any kind of costume is permissible, yet the spirit of a dance or ball suggests beauty, sparkle and dazzling colors for New Year's Eve.

JOLLY GAMES FOR ALL OCCASIONS

Loie E. Brandom

The successful hostess is the one who always has a jolly stunt or game ready to spring on her guests at any moment the merriment begins to show signs of weariness. For example:

A dull refreshment table may be brightened by choosing two or three of the jolliest couples present to take part in a contest, the nature of which is unknown to them. After their curiosity has been sufficiently aroused by remarks made by the hostess, a plate of ice cream is placed before each contestant. Each contestant is given two spoons, the handles of which are tied together with a cord six inches, or less, in length. At the word "go" the contestants begin eating their ice cream as fast as possible, and the couple finishing

first, wins the match. With a little teamwork between the partners the contest can be managed very nicely although it is exceedingly funny under any circumstances.

A STRETCHING CONTEST. A sure cure for ennui is this stretching stunt. Explain to the guests that a prize will be given the one who can stretch the farthest and a few moments will be given in which they can loosen their muscles by practicing. At the end of this mirth provoking period, and just when the tallest guest is sure she is going to win, the hostess distributes rubber bands and the prize goes to the one who stretches a rubber band the farthest without breaking it.

A STUTTERING MARATHON. A funny saying such as Silly Sally Slips Slightly On Slick Ice, or Peter Pringle Picks Plump Partridges is given to each guest. When the starter gives the signal "go," each contestant begins stuttering the saying given to her. The one who keeps going the longest without laughing wins.

"KNOT" IN OUR LINE. This contest may be conducted by dividing the guests into equal groups or teams, or if the guests are at the luncheon table, the ones on one side of the table would constitute one team and those on the opposite side, the other team. Provide as many pieces of heavy cord or ribbon as there are teams, and have as many knots tied in each ribbon as there are members on each team. At the signal to start, number one on each team unties the first knot in the ribbon given them and passes the ribbon on to number two, who unties the second knot, and so on until all the knots have been untied. The team which first unknots all its line, wins.

CAUGHT WITH THE GOLD. The guests form a circle and an egg (colored to look like gold) is handed one of them. The egg is hard-boiled but the players do not know this. If a goose egg can be secured it will be better for the larger the egg the harder it will be for the players to hold on to it.

Some one seated at the piano plays a lively march and while the music is heard the egg is passed rapidly from hand to hand by the players, but the instant the music stops the egg must stop too. Those in the circle then point to the one holding the egg and cry. "Without a doubt now you are out." The egg is then handed to the next one in the circle and the player caught with the gold, drops out of the game. The last one to be caught with the gold in her possession, wins.

Comedy Cues

For the READER who enjoys a laugh and who reads jokes for his own amusement.
For the ENTERTAINER who needs jokes and other humorous materials out of which to produce comedy acts.

For the SPEAKER who in conversation or public address would liven up his remarks with humorous illustrations.

Him: It rained cats and dogs in our town last night.

Her: Another of your picturesque ways of describing a simple occurrence.

Him: No. It's a fact this time. There was an explosion in an animal cracker factory.

STRINGING HIM

Freshman: Why do you have that string tied around your finger?

Sophomore: My mother put it on there.

Fresh: Why did she put it on?

Soph: So that I would remember to mail a letter.

Fresh: Well! Did you mail the letter?

Soph: No! she forgot to give it to me!

—*Boys' Life*

SIX STAGES

A man has a variety of ambitions. At 4, to wear pants; at 8, to miss Sunday school; at 12, to be President; at 20, to take his girl to dinner; at 25, to have the price of a dinner; and at 45, to digest a dinner!

—*Journal of Education*

Father: Did you give Rita that copy of "what every girl should know"?

Mother: Yes, and she's writing a letter to the author suggesting the addition of three new chapters.

—*Humorist*

REALISTIC

Mrs. Widgers' only lodger was an actor, and one night he presented her with two tickets to see him play the villain in the great drama, "The House of Doom."

Spellbound, Mrs. Widgers and her daughter watched the villain pursue his wicked way through three acts.

It was a great shock to her to find she had harbored such a villain beneath her roof. But worse was to come. In the last act the hero shot the villain through the heart.

"Oh, mother!" cried Miss Widgers, in a voice that was heard above the loud applause, "they've killed our lodger, and he owes us two weeks' rent!"

Neighbor — "Where's your brother, Freddie?"

Freddie — "Aw, he's in the house playing a duet. I finished my part first."

"But I couldn't give you enough work to keep you occupied."

"Missus, you'd be surprised wot a little it takes to keep me occupied."

—*Sydney Bulletin*

"What do you think of those old Greek and Roman sculptors?"

"They're no good; every one of them was a chiseler."

—*The Pathfinder*

An inspector of city high schools came before a class of girls. He wrote on the blackboard, "LXXX." Then, peering over his spectacles at a good-looking girl in the first row, he asked:

"Young lady, I'd like to have you tell me what that means."

"Love and kisses," the girl replied.

—*Washington Labor*

The rural editor went home to supper, very tired but with an unusual smile lighting up his poor old face. "Have you had some good luck at last?" his wife inquired.

"Luck! I should say so," responded the editor. "Old Squire Skinner, who hasn't paid anything on his subscription for 10 years, came in and stopped his paper."

SLOW GHOST

Two colored boys were having an argument about ghosts. One of them claimed to have seen a ghost as he passed the cemetery the night before.

"What was dis here ghos' doin' when yo' las' seen him?" asked the doubting one.

"Jes fallin' behin,' mistah; fallin' behin' rapid."

Margery Smith (at a baseball game): "I don't see how the umpire can keep so cool."

Jane Warner: "That's easy. See all the fans around him."

Short Plays from School Activities

Because of the insistent demand for good, short plays without royalty, the following descriptions of available **SCHOOL ACTIVITIES** plays are here offered. While the supply lasts, these plays will be sent postpaid at the regular single copy price of the magazine.

THE DRAMATIC MOMENT, by Martha P. McMillin. One-act farce for 2 boys and 2 girls. Mrs. Walters accepts the leading part in a play without her husband's knowledge. He interrupts a rehearsal of the play and acts the villain so well that he is also given a part in the play, and all ends happily. Clever plot and plenty of action. Plays 45 minutes.

TO MEET THE PRINCE, by Ada Murray Felt. A romantic play in one act with a historical setting. Stacy Eastman finds a note concealed between two bricks of her fireplace, which is in an old Colonial house of New England. It proves to have been written in 1776. In her speculation as to why it happened to be there, she falls asleep and dreams the answer, which is portrayed to the audience by real characters. Time of playing 45 minutes.

THE MOUSE, by Minnie Louise Upton. A one-act junior high school play for 3 girls and 4 boys. The Gray children, prevented from outdoor play, decide to entertain visiting children by "dressing up," using old fashioned clothes found in the attic and representing their ancestors. One of the boys causes a riot among the girls with a mechanical mouse which they think real. Plays 15 minutes.

MAUDE'S MOTHER-IN-LAW AND THE FRECKLE CREAM, by Vera Hamill-Hafer. A farce in one act for 1 boy and 4 girls. Plays 20 minutes. Maude Jones is expecting a visit from her mother-in-law. While she is preparing for her visit, a neighbor calls and tells of her experience with an agent for freckle cream who is canvassing the neighborhood. When the mother-in-law arrives, Maude mistakes her for the freckle cream agent and the result is very entertaining.

OPPORTUNITY, by Frances E. Ford. A short junior high school play in one act. Uses 9 characters, either boys or girls or both. A play in which Opportunity contests with Procrastination, Indolence, Stubbornness, etc. and wins Success.

A DOCTOR FOR A DAY, by Lucille Crites. A clever plot in which a lawyer substitutes for the doctor. Shows the effect of his treatment on the patients proving that most folks get well without a doctor anyway. Uses 7 girls and 4 boys. Plays about 35 minutes.

GOOD ENGLISH M. D., by Blanche Graham Williams. A short one-act play for Better American Speech Week or English clubs and classes. Uses six characters. Clever and instructive as well as interesting and entertaining. Shows how Good English can cure speech difficulties. Playing time about 10 minutes.

THESE MODERN GIRLS, by Anna Manley Galt. A short sketch emphasizing the efficiency of the modern girl. Madge Axton is a competent stenographer, but after her marriage her husband refuses to allow her to work. Larry is out of a job and so Madge does typing at home without his knowledge until he finds work. Her courage and ambition impress Larry's rich uncle, who helps them back to prosperity. Plays about 15 minutes and uses 2 boys and 2 girls.

For any of the above plays send twenty cents each to

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